DOCUMENT RESUME

ED 401 016 PS 024 734

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TITLE Psychometric Support for a New Measure of Authoritative, Authoritarian, and Permissive Parenting Practices: Cross-Cultural Connections.
PUB DATE Aug 96
NOTE 23p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Authoritarianism; Child Development; *Child Rearing; Classification; *Cross Cultural Studies; Factor Analysis; Factor Structure; Foreign Countries; Measurement Techniques; *Measures (Individuals); Parent Child Relationship; Parenting Skills; *Permissive Environment; *Psychometrics; Questionnaires
IDENTIFIERS Australia; *Authoritative Parenting; Baumrind (Diana); China; Parenting Styles; Permissiveness; Russia; United States

ABSTRACT

This study examined the psychometric characteristics of a 62-item parenting questionnaire completed by parents from the United States, Australia, China, and Russia. Factor analyses yielded three global parenting dimensions for each culture which were consistent with D. Baumrind's (1971) authoritative, authoritarian, and permissive typologies. The global parenting dimensions were subsequently analyzed to assess their internal structures. For each of the three global dimensions, a number of specific parenting practice factors were identified and compared cross-culturally. The internal factors for the authoritative style were: (1) warmth and involvement; (2) reasoning/induction; (3) democratic participation; and (4) good natured/easy going. The factors for the authoritarian style were: (1) verbal hostility; (2) corporal punishment; (3) non-reasoning, punitive strategies; and (4) directiveness. The factors for the permissive style were: (1) follow through; (2) ignoring misbehavior; (3) and self-confidence. Quite similar parenting practice factors were found for authoritative parenting across cultures; for authoritarian and permissive styles there were substantial cross-cultural differences among the specific parenting practices. Factor scores of the global parenting styles and specific practices were correlated with preschool behavioral problem outcomes to assess the validity of the instrument's cross-cultural use. For the United States and Australian families, mother and father authoritativeness and authoritarianism were related to child preschool behavioral problem outcomes. (KDFB)

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ED 401 016

Psychometric Support for a New Measure of Authoritative, Authoritarian, and Permissive Parenting Practices: Cross-Cultural Connections

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Paper Presented in Symposium: New Measures of Parental Child-Rearing Practices Developed in Different Cultural Contexts, XIVth Biennial International Society For the Study of Behavioral Development Conference, Quebec City, Canada, August 12-16, 1996

A comprehensive paper is currently being prepared that includes additional components of parenting practices, family interactions, and childhood behavior in these cultures. Interested readers can request a preprint from the first author who will distribute copies upon acceptance for publication.

PS 02-2344

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Abstract

A 62-item parenting questionnaire was completed by parents from the United States (181 mothers, 98 fathers), Australia (191 mothers, 107 fathers), China (188 mothers, 168 fathers), and Russia (207 mothers, 169 fathers). Principal axes factor analyses followed by varimax rotation yielded three global parenting dimensions for each culture consistent with Baumrind's authoritative, authoritarian, and permissive typologies. Internal consistency reliability was assessed with Cronbach alpha and the global parenting dimensions were subsequently analyzed to assess their internal structures using principal axes factor analyses followed by oblique rotation. For each of the three global dimensions a number of specific parenting practice factors were identified and compared cross culturally. Factor scores of the global parenting styles and specific practices were correlated with child preschool behavioral problem outcomes to assess the validity of the instrument's cross-cultural use.

Introduction and Purpose

For twenty years, research in the United States based on Baumrind's (1971) most commonly used typology has yielded a consistent picture which shows that authoritative parenting enhances the successful socialization of middle-class American children (for reviews, see Baumrind, 1971, 1989). In addition to recent concerns expressed in the literature about the need for conceptually derived typologies, another issue lies in empirically identifying practices that comprise the typologies (Darling & Steinberg, 1993). As Smetana (1994) pointed out, global typologies may give little information about ways specific parenting practices are related to children's behavior. For instance, within the authoritative typology, it would be reasonable to assume that inductive practices would be related more to children's adaptive social cognitions (see, Hart, Olsen, Robinson, & Mandleco, in press, for a review) and that parental warmth and involvement would have stronger linkages with children's prosocial behavior, e.g., helping, sharing, comforting. As Darling and Steinberg (1993) suggested, different parenting practices within a global typology would be more or less important to investigate depending on the specific developmental outcome of interest.

Because few instruments assessing Baumrind's typology have been empirically derived for parents of pre-adolescent children, few instruments identify specific parental practices within the overall typologies, and few studies have tested Baumrind's typology in multiple cultures this study's purposes were fourfold. First, to develop an empirical means of assessing Baumrind's typology for parents of young children that is consistent with Baumrind's conceptualizations and congruent with the current literature. Second, to identify specific parenting practices that occur in the context of the overall typologies. Third, to assess the reliability and validity of the measure with preschool-age children. Finally, to test the measure cross-culturally.

Method

U. S. Pilot Study

A 133-item Likert-type instrument was developed based on conceptualizations of authoritative, authoritarian, and permissive prototypes utilizing Block's 91-item Childrearing Practices Report (Block, 1965) and additional items drawn from the current literature. The pilot questionnaire was completed by 717 mothers and 534 fathers; 32% were parents of preschool-age children and 68% were parents of school-age children. The majority of participants were Caucasians from two-parent families. Items were reduced to 62 items using principal axes factor analyses followed by varimax rotation. Three global parenting dimensions or styles emerged deemed to theoretically correspond with Baumrind's authoritative (27 items, alpha = .91), authoritarian (20 items, alpha = .86), and permissive typologies (15 items, alpha = .75). These three global parenting styles were subsequently analyzed to assess their internal structures using

principal axes factor analyses followed by oblique rotation. This procedure was utilized following Darling and Steinberg's (1993) recommendations of assessing specific parenting practices within overall parenting styles. The internal factors (specific parenting practices) within the authoritative style were: (a) *warmth & involvement;* (b) *reasoning/induction*; (c) *democratic participation*; and (d) *good natured/easy going*. The internal factors for the authoritarian style were: (a) *verbal hostility*; (b) *corporal punishment*; (c) *non-reasoning, punitive strategies*; and (d) *directiveness*. The internal factors for the permissive style were: (a) *follow through*; (b) *ignoring misbehavior*, and (c) *self confidence*. The pilot study (Robinson, Mandleco, Olsen, & Hart, 1995) resulted in a 62-item Parenting Practices Questionnaire (PPQ).

Cross-Cultural Study

Families with preschool-age children from the United States (181 mothers, 98 fathers, children), Australia (191 mothers, 107 fathers, 198 children), China (188 mothers, 168 fathers, 208 children), and Russia (207 mothers, 169 fathers, 220 children) participated in the study. Fathers and mothers completed the PPQ independent of each other. All measures were translated by Russian and Chinese linguists and were back-translated to assure accuracy. Responses from parents of each of the four cultures were analyzed separately using the same procedure as the pilot study to determine overall parenting styles and specific parenting practices within these styles. Internal consistency reliability was assessed with Cronbach alpha. To assess validity, PPQ factor scores for mothers and fathers were correlated with child social outcomes using the Gresham Social Skills Questionnaire (Gresham & Elliot, 1986) and the Preschool Behavior Questionnaire (Behar & Stringfield, 1974) obtained from preschool teachers.

Results

Measurement Analysis

Principal axes factor analyses followed by varimax rotation was used for all four cultures to assess the psychometric properties of the PPQ with preschool-age children. As was the case with pre-adolescent children, analyses in all four cultures with preschool-age only children resulted in three global parenting styles deemed to theoretically correspond with Baumrind's authoritative, authoritarian, and permissive typology. Subsequent internal factors extracted using principal axes factor analyses followed by oblique rotation yielded quite similar parenting practice factors for authoritative parenting. However, for authoritarian and permissive styles there was more substantial cross-culture differences among the specific parenting practices (see Tables 1 - 4). Table 5 presents a cross-cultural comparison of the internal parenting practice factors.

Authoritative Style. For the authoritative parenting style all four cultures have four specific parenting practice factors. All four cultures share a *reasoning/induction*. factor. All but China have a *good/natured* and a *warmth/involvement* factor. For China, the *warmth* factor separated from *involvement*.. Only the U.S. and Australia had a *democratic participation* factor. Russia had a unique *encourages expression* factor and China had a unique *respect/confidence* factor.

Authoritarian Style. The authoritarian style diverges substantially between cultures with Australia having five specific parenting practice factors, U.S. four, Russia three, and China only two. For Russian and China *verbal hostility* and *corporal punishment* factors combine (they are separate factors for the U.S. and Australia). Australia and Russian have in common a unique *short fuse* factor. The U.S. and Australia have somewhat similar *nonreasoning, no explanation* and *directiveness* factors.

Permissive Style. Similar to the authoritarian style, the permissive parenting style diverges substantially between cultures with the U.S. having three specific parenting practice factors, Australia two, Russian and China with only one factor.

Correlational Analyses

Table 6 presents the results of correlating each global parenting style score and each specific parenting practice factor scores for each culture with child behavior problem outcomes as assessed by preschool teachers. As can be seen in Table 6, correlations between parenting styles and practices with child preschool behavioral problem outcomes cross culturally suggest that fathers' authoritarianism is more relevant in Chinese and Russian families. For United States and Australian families, however, both mother and father authoritativeness and authoritarianism are related with child preschool behavioral problem outcomes.

Conclusions

These results suggest that parenting questions for both mothers and fathers consistent with Baumrind's three main typologies can be empirically derived for preschool-age children within the four cultures studied. Also, a number of conceptually coherent factors identified within each typology may prove to be useful in predicting differential developmental outcomes (cf. Darling & Steinberg, 1993). Cross culturally, the findings suggested that the overall parenting styles are somewhat similar between parents in the four cultures. Subtle parenting practices within parenting styles differ, however, between the four cultures. Specifically and not surprisingly, there were less differences between United States and Australian parents. The correlations between parenting styles and practices with child behavioral problem outcomes cross culturally suggest that fathers' authoritarianism is more relevant in Chinese and Russian families. In contrast, for the United States and Australian samples both mother and father authoritativeness and authoritarianism are related with child social behavior problems. More research in needed with additional child social outcomes (e.g., prosocial, subtypes of aggression, reticence) within these cultures (particularly with the Russian and Chinese families) and across other cultures to further assess the validity of this instrument.

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TABLE 1

United States Parenting Practices Constructs
Preschool-age Children

AUTHORITATIVE PATTERN[1] (FACTOR 1)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Warmth & Involvement) Eigenvalue = 6.67; Alpha = .81
.48	.57	9.	Shows sympathy when child is hurt or frustrated.
.61	.74	12.	Gives comfort and understanding when child is upset.
.60	.65	5.	Gives praise when child is good.
.49	.56	35.	Expresses affection by hugging, kissing, and holding child.
.67	.56	27.	Tells child we appreciate what the child tries or accomplishes.
.67	.50	1.	Encourages child to talk about the child's troubles.
.67	.49	21.	Responsive to child's feelings or needs.
			SUBFACTOR 2 (Reasoning Induction) Eigenvalue = 1.70; Alpha = .81
.51	.75	62.	Emphasizes the reasons for rules.
.50	.73	58.	Explains the consequences of the child's behavior.
.57	.68	25.	Gives child reasons why rules should be obeyed.
.55	.66	53.	Explains how we feel about his/her good and bad behavior.
.61	.64	29.	Helps child understand impact of behavior by encouraging talk about the consequences.
.54	.59	42.	Talks it over and reasons with child when the child misbehaves.
.39	.41	16.	Tells child our expectations regarding behavior before the child engages in an activity.
			SUBFACTOR 3 (Democratic Participation) Eigenvalue = 1.34; Alpha = .61
.37	.81	55.	Takes into account child's preferences in making family plans.
.47	.75	22.	Allows child to give input into family rules.
.49	.54	48.	Encourages child to freely express (himself)/(herself) even when disagreeing with parents.
.39	.31	31.	Takes child's desires into account before asking the child to do something.
			SUBFACTOR 4 (Good Natured) Eigenvalue = 1.19; Alpha = .66
.38	.82	14.	Is easy going and relaxed with child.
.47	.64	18.	Shows patience with child.
.48	.48	60.	Channels child's misbehavior into a more acceptable activity.
.57	.38	51.	Shows respect for child's opinions by encouraging child to express them.

[1]Alpha = .88 (22 Items), Sample = 457

Items not loading with preschool-age children

3. Knows the names of child's friends.
7. Jokes and plays with child.
33. Aware of problems or concerns about child in school.
39. Apologizes to child when making a mistake in parenting.
46. Has warm and intimate times together with child.

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. AUTHORITARIAN PATTERN[2] (FACTOR 2)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Directiveness) Eigenvalue = 5.16; Alpha = .63
.58	.69	17.	Scolds and criticizes to make child improve.
.40	.65	40.	Tells child what to do.
.41	.64	59.	Demands that child does do things.
.49	.59	50.	Scolds or criticizes when child's behavior doesn't meet our expectations.
			SUBFACTOR 2 (Corporal Punishment) Eigenvalue = 1.44; Alpha = .73
.60	.88	6.	Spanks when our child is disobedient.
.58	.84	37.	Uses physical punishment as a way of disciplining our child.
.48	.66	43.	Slaps child when the child misbehaves.
.59	.38	19.	Grabs child when being disobedient.
			SUBFACTOR 3 (Non-Reasoning, Punitive Strategies) Eigenvalue = 1.31; Alpha = .70
.37	.77	10.	Punishes by taking privileges away from child with little if any explanations.
.32	.71	28.	Punishes by putting child off somewhere alone with little if any explanations .
.47	.53	54.	Uses threats as punishment with little or no justification.
.31	.52	47.	When two children are fighting, disciplines children first and asks questions later.
.42	.44	26.	Appears to be more concerned with own feelings than with child's feelings.
.51	.35	56.	States: because I said so, or I am your parent and I want you to.
			SUBFACTOR 4 (Verbal Hostility) Eigenvalue = 1.07; Alpha = .67
.47	.71	23.	Argues with child.
.61	.61	32.	Explodes in anger towards child.
.37	.51	44.	Disagrees with child.
.67	.46	13.	Yells or shouts when child misbehaves.

[2]Alpha = .85 (18 Items), Sample = 456

Items not loading with preschool-age children

2. Guides child by punishment more than by reason.
61. Shoves child when the child is disobedient.

PERMISSIVE PATTERN[3] (FACTOR 3)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Follow Through) Eigenvalue = 3.32; Alpha = .75
.48	.81	34.	Threatens child with punishment more often than giving it.
.56	.79	20.	States punishments to child and does not actually do them.
.55	.58	11.	Spoils child.
.41	.58	49.	Bribes child with rewards to bring about compliance.
.62	.54	41.	Gives into child when (he)(she) causes a commotion about something.
.48	.48	57.	Appears unsure on how to solve child's misbehavior.
.57	.45	4.	Finds it difficult to discipline child.
			SUBFACTOR 2 (Self Confidence) Eigenvalue = 2.03; Alpha = .48
-.33	-.85	38.*	Carries out discipline after child misbehaves.
-.33	-.82	24.*	Appears confident about parenting abilities.
-.30	-.80	52.*	Sets strict well-established rules for child.
			SUBFACTOR 3 (Ignoring Misbehavior) Eigenvalue = 1.31; Alpha = .59
.39	.82	15.	Allows child to annoy someone else.
.51	.63	36.	Ignores child's misbehavior.
.38	.62	45.	Allows child to interrupt others.

* Reverse scoring

[3]Alpha = .73 (13 Items), Sample = 456

Items not loading with preschool-age children

8. Withholds scolding and/or criticism even when child acts contrary to our wishes.
30. Afraid that disciplining for misbehavior will cause the child to not like his/her parents.

TABLE 2

Australia Parenting Practices Constructs Preschool-age Children

AUTHORITATIVE PATTERN[1] (FACTOR 1)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Reasoning/Induction) Eigenvalue = 7.29; Alpha = .82
.48	.77	58.	Explains the consequences of the child's behavior.
.49	.72	62.	Emphasizes the reasons for rules.
.62	.70	53.	Explains how we feel about his/her good and bad behavior.
.59	.64	25.	Gives child reasons why rules should be obeyed.
.64	.52	29.	Helps child understand impact of behavior by encouraging talk about the consequences.
.51	.48	42.	Talks it over and reasons with child when the child misbehaves.
			SUBFACTOR 2 (Warmth & Involvement) Eigenvalue = 1.66; Alpha = .80
.61	.74	9.	Shows sympathy when child is hurt or frustrated.
.69	.72	12.	Gives comfort and understanding when child is upset.
.68	.70	35.	Expresses affection by hugging, kissing, and holding child.
.53	.55	46.	Has warm and intimate times together with child.
.47	.54	33.	Aware of problems or concerns about child in school.
.70	.54	21.	Responsive to child's feelings or needs.
.65	.43	1.	Encourages child to talk about the child's troubles.
			SUBFACTOR 3 (Democratic Participation) Eigenvalue = 1.20; Alpha = .68
.35	.77	31.	Takes child's desires into account before asking the child to do something.
.42	.76	55.	Takes into account child's preferences in making family plans.
.30	.48	48.	Encourages child to freely express (himself)(herself) even when disagreeing with parents.
.47	.45	60.	Channels child's misbehavior into a more acceptable activity.
.56	.41	51.	Shows respect for child's opinions by encouraging child to express them.
			SUBFACTOR 4 (Good Natured) Eigenvalue = 1.19; Alpha = .69
.40	.83	14.	Is easy going and relaxed with child.
.50	.62	7.	Jokes and plays with child.
.46	.54	24.	Appears confident about parenting abilities.
.55	.49	18.	Shows patience with child.

[1]Alpha = .90 (22 Items), Sample = 294

Items not loading

5. Gives praise when child is good.
16. Tells child our expectations regarding behavior before the child engages in an activity.
22. Allows child to give input into family rules.
27. Tells child we appreciate what the child tries or accomplishes.

AUTHORITARIAN PATTERN[2] (FACTOR 2)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Corporal Punishment) Eigenvalue = 1.44; Alpha = .76
.59	.85	6.	Spanks when our child is disobedient.
.53	.75	37.	Uses physical punishment as a way of disciplining our child.
.61	.71	43.	Slaps child when the child misbehaves.
.54	.46	2.	Guides child by punishment more than by reason.
.65	.41	13.	Yells or shouts when child misbehaves.
			SUBFACTOR 2 (Non-explanations) Eigenvalue = 1.44; Alpha = .62
.32	.83	10.	Punishes by taking privileges away from child with little if any explanations.
.30	.68	28.	Punishes by putting child off somewhere alone with little if any explanations .
.45	.52	54.	Uses threats as punishment with little or no justification.
			SUBFACTOR 3 (Directiveness) Eigenvalue = 1.21; Alpha = .54
.44	.70	40.	Tells child what to do.
.46	.65	56.	States: because I said so, or I am your parent and I want you to.
.44	.60	59.	Demands that child does do things.
.40	.43	47.	When two children are fighting, disciplines children first and asks questions later.
			SUBFACTOR 4 (Verbal Hostility) Eigenvalue = 1.16; Alpha = .59
.49	.88	50.	Scolds or criticizes when child's behavior doesn't meet our expectations.
.53	.69	17.	Scolds and criticizes to make child improve.
.57	.42	23.	Argues with child.
			SUBFACTOR 5 (Short Fuse) Eigenvalue = 1.08; Alpha = .57
.37	.82	61.	Shoves child when the child is disobedient.
.43	.44	19.	Grabs child when being disobedient.
.65	.40	32.	Explodes in anger towards child.

[2]Alpha = .84 (18 Items), Sample = 294

Items not loading

26. Appears to be more concerned with own feelings than with child's feelings.
44. Disagrees with child.

PERMISSIVE PATTERN[3] (FACTOR 3)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Spoils Gives In) Eigenvalue = 2.14; Alpha = .52
.46	.75	11.	Spoils child.
.37	.60	8.	Withholds scolding and/or criticism even when child acts contrary to our wishes.
.37	.54	4.	Finds it difficult to discipline child.
.46	.49	41.	Gives into child when (he)(she) causes a commotion about something.
.43	.39	49.	Bribes child with rewards to bring about compliance.
			SUBFACTOR 2 (Follow Through) Eigenvalue = 1.17; Alpha = .45
.31	.72	36.	Ignores child's misbehavior.
-.34	-.66	38.*	Carries out discipline after child misbehaves.
-.62	-.62	52.*	Sets strict well-established rules for child.

* Reverse scoring

[3]Alpha = .59 (8 Items), Sample = 294

Items not loading

15. Allows child to annoy someone else.
20. States punishments to child and does not actually do them.
24. Appears confident about parenting abilities.
34. Threatens child with punishment more often than giving it.
45. Allows child to interrupt others.
57. Appears unsure on how to solve child's misbehavior.

TABLE 3

China Parenting Practices Constructs
Preschool-age Children

AUTHORITATIVE PATTERN[1] (FACTOR 1)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Respect Confidence) Eigenvalue = 7.98; Alpha = .76
.45	.84	24.	Appears confident about parenting abilities.
.61	.63	51.	Shows respect for child's opinions by encouraging child to express them.
.70	.60	42.	Talks it over and reasons with child when the child misbehaves.
.65	.50	14.	Is easy going and relaxed with child.
.65	.32	55.	Takes into account child's preferences in making family plans.
			SUBFACTOR 2 (Warmth) Eigenvalue = 1.47; Alpha = .68
.44	.77	9.	Show sympathy when child is hurt or frustrated.
.55	.74	12.	Gives comfort and understanding when child is upset.
.50	.45	5.	Gives praise when child is good.
.56	.35	35.	Expresses affection by hugging, kissing, and holding child.
			SUBFACTOR 3 (Involvement/Awareness) Eigenvalue = 1.19; Alpha = .71
.44	.89	3.	Knows the names of child's friends.
.64	.52	33.	Aware of problems or concerns about child in school.
.55	.51	1.	Encourages child to talk about the child's troubles.
.53	.49	22.	Allows child to give input into family rules.
.59	.35	21.	Responsive to child's feelings or needs.
			SUBFACTOR 4 (Reasoning/Induction) Eigenvalue = 1.10; Alpha = .83
.48	.79	16.	Tells child our expectations regarding behavior before the child engages in an activity.
.48	.67	40.	Tells child what to do.
.58	.54	62.	Emphasizes the reasons for rules.
.63	.50	29.	Helps child understand impact of behavior by encouraging talk about the consequences.
.65	.44	60.	Channels child's misbehavior into a more acceptable activity.
.64	.42	53.	Explains how we feel about his/her good and bad behavior.
.56	.40	31.	Takes child's desires into account before asking the child to do something.
.68	.35	25.	Gives child reasons why rules should be obeyed.
.71	.34	27.	Tells child we appreciate what the child tries or accomplishes.

[1]Alpha = .91 (23 Items), Sample = 358

Items not loading

18. Shows patience with child.
48. Encourages child to freely express himself even whn disagreeing with parents.
55. Takes into account child's preferences in making family plans.
58. Explains the consequences of the child's behavior.

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AUTHORITARIAN PATTERN[2] (FACTOR 2)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Verbal/Physical Punishment) Eigenvalue = 6.27; Alpha = .86
.66	.82	13.	Yells or shouts when child misbehaves.
.75	.78	6.	Spanks when our child is disobedient.
.60	.71	2.	Guides child by punishment more than by reason.
.45	.69	4.	Finds it difficult to discipline child.
.73	.61	37.	Uses physical punishment as a way of disciplining our child.
.69	.60	32.	Explodes in anger towards child.
.76	.45	43.	Slaps child when the child misbehaves.
.67	.44	23.	Argues with child.
.67	.43	19.	Grabs child when being disobedient.
			SUBFACTOR 2 (Verbal Directiveness) Eigenvalue = 1.11; Alpha = .71
.59	.76	56.	When child asks why states: because I said so and I want you to.
.50	.73	30.	Afraid that disciplining child for misbehavior will cause child to not like parents.
.50	.64	28.	Punishes by putting child off somewhere alone with little if any explanations.
.65	.60	54.	Uses threats as punishment with little or no justification.
.44	.45	34.	Threatens child with punishment more often than giving it.

[2] Alpha = .88 (14 Items), Sample = 358

Items not loading

10. Punishes by taking privileges away from child whith little if any explanations.
17. Scolds and criticizes to make child improve.
26. Appears to be more concerned with own feelings than with child's feelings.
40. Tells child what to do.
44. Disagrees with child.
47. When two children are fighting, disciplines first and asks questions later.
50. Scolds and criticizes when child's behavior doesn't meet our expectations.
59. Demands that child does things.

PERMISSIVE PATTERN[3] (FACTOR 3)

Fact Load	Subfact Load	Item #	
.77	---	41.	Gives into child when (he)(she) causes a commotion about something.
.75	---	11.	Spoils child.
.64	---	45.	Allows child to interrupt others.
.53	---	8.	Withholds scolding and/or criticism even when child acts contrary to our wishes.
.53	---	20.	States punishments to child and does not actually do them.

[3] Alpha = .65 (5 Items), Sample = 358

Items not loading

4. Finds it difficult to discipline child.
15. Allows child to annoy someone else.
24. Appears confident about parenting abilities.
34. Threatens child with punishment more often than giving it.
36. Ignores child's misbehavior.
38. Carries out discipline after child misbehaves.
49. Bribes child with rewards to bring about compliance.
52. Sets strict well-established rules for child.
57. Appears unsure on how to solve child's misbehavior.

TABLE 4

Russian Parenting Practices Constructs
Preschool-age Children

AUTHORITATIVE PATTERN[1] (FACTOR 1)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Reasoning/Induction) Eigenvalue = 5.40; Alpha = .78
.59	.78	58.	Explains the consequences of the child's behavior.
.57	.72	62.	Emphasizes the reasons for rules.
.55	.71	53.	Explains how we feel about his/her good and bad behavior.
.46	.68	40.	Tells child what to do.
.50	.53	25.	Gives child reasons why rules should be obeyed.
.49	.43	5.	Gives praise when child is good.
.59	.41	42.	Talks it over and reasons with child when the child misbehaves.
			SUBFACTOR 2 (Encouragement of Self Expression) Eigenvalue = 1.63; Alpha = .66
.53	.78	51.	Shows respect for child's opinions by encouraging child to express them.
.44	.72	48.	Encourages child to freely express (himself)(herself) even when disagreeing with parents.
.43	.67	22.	Allows child to give input into family rules.
.36	.49	1.	Encourages child to talk about the child's troubles.
.48	.40	9.	Shows sympathy when child is hurt or frustrated.
			SUBFACTOR 3 (Warmth & Involvement) Eigenvalue = 1.46; Alpha = .69
.50	.71	33.	Aware of problems or concerns about child in school.
.41	.70	3.	Knows the names of child's friends.
.55	.65	12.	Gives comfort and understanding when child is upset.
.51	.64	35.	Expresses affection by hugging, kissing, and holding child.
			SUBFACTOR 4 (Good Natured) Eigenvalue = 1.17; Alpha = .57
.41	.69	60.	Channels child's misbehavior into a more acceptable activity.
.40	.54	16.	Tells child our expectations regarding behavior before the child engages in an activity.
.48	.46	7.	Jokes and plays with child.
.50	.41	31.	Takes child's desires into account before asking the child to do something.
.54	.38	21.	Responsive to child's feelings or needs.

[1]Alpha = .84 (21 Items), Sample = 376

Items not loading

14. Is easy going and relaxed with child.
18. Shows patience with child.
27. Tells child we appreciate what the child tries or accomplishes.
29. Helps child understand impact of behavior by encouraging talk about the consequences.
55. Takes into account child's preferences in making family plans.

AUTHORITARIAN PATTERN[2] (FACTOR 2)

Fact Load	Subfact Load	Item #	
			SUBFACTOR 1 (Verbal Hostility/Corporal Punishment) Eigenvalue =4.63; Alpha = .78
.63	.69	43.	Slaps child when the child misbehaves.
.57	.67	19.	Grabs child when being disobedient.
.62	.66	6.	Spanks when our child is disobedient.
.38	.64	23.	Argues with child.
.65	.64	37.	Uses physical punishment as a way of disciplining our child.
.59	.52	17.	Scolds and criticizes to make child improve.
.54	.52	61.	Shoves child when the child is disobedient.
.45	.51	56.	States: because I said so, or I am your parent and I want you to.
			SUBFACTOR 2 (Demandingness) Eigenvalue = 1.39; Alpha = .59
.32	.76	52.	Sets strict well-established rules for child.
.51	.68	50.	Scolds or criticizes when child's behavior doesn't meet our expectations.
.40	.64	59.	Demands that child does/do things.
.52	.50	38.	Carries out discipline after child misbehaves.
			SUBFACTOR 3 (Short Fuse) Eigenvalue = 1.30; Alpha = .67
-.49	-.78	14.*	Is easy going and relaxed with child.
-.43	-.75	18.*	Shows patience with child.
.55	.51	32.	Explodes in anger towards child.
.58	.48	13.	Yells or shouts when child misbehaves.

* Reverse scoring

[2]Alpha = .82 (16 Items), Sample = 376

Items not loading

10. Punishes by taking privileges away from child with little if any explanations.
26. Appears to be more concerned with own feelings than with child's feelings.
28. Punishes by putting child off somewhere alone with little if any explanations.
40. Tells child what to do.
44. Disagrees with child.
47. When two children are fighting, disciplines children first and asks questions later.
54. Uses threats as punishment with little or no justification.

PERMISSIVE PATTERN[3] (FACTOR 3)

Fact Load	Subfact Load	Item #	
.60	----	41.	Gives into child when (he)(she) causes a commotion about something.
.55	----	11.	Spoils child.
.52	----	45.	Allows child to interrupt others.
.44	----	49.	Bribes child with rewards to bring about compliance.
.39	----	36.	Ignores child's misbehavior.
.39	----	20.	States punishments to child and does not actually do them.
.35	----	30.	Afraid that disciplining for misbehavior will cause the child to not like his/her parents.

[3]Alpha = .58 (7 Items), Sample = 376

Items not loading

4. Finds it difficult to discipline child.
15. Allows child to annoy someone else.
24. Appears confident about parenting abilities.
34. Threatens child with punishment more often than giving it.
57. Appears unsure on how to solve child's misbehavior.

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Table 5

A Comparison of Parenting Practices Questionnaire Constructs: US, Australia, China, & Russian Samples

AUTHORITATIVE ITEMS

Item	US	AU	CH	RU	Factor 1 (Warmth & Involvement)
9.	1	2	2	3	Show sympathy when child is hurt or frustrated.
12.	1	2	2	3	Gives comfort and understanding when child is upset.
5.	1	–	2	1	Gives praise when child is good.
35.	1	2	2	3	Expresses affection by hugging, kissing, and holding child.
27.	1	–	4	–	Tells child we appreciate what the child tries or accomplishes.
1.	1	5	–	2	Encourages child to talk about the child's troubles.
21.	1	2	3	2	Responsive to child's feelings or needs.
					Factor 2 (Reasoning/Induction)
62.	2	1	4	1	Emphasizes the reasons for rules.
58.	2	1	–	1	Explains the consequences of the child's behavior.
25.	2	1	4	1	Gives child reasons why rules should be obeyed.
53.	2	1	4	1	Explains how we feel about his/her good and bad behavior.
29.	2	1	4	–	Helps child understand impact of behavior by encouraging talk about the consequences.
42.	2	1	1	1	Talks it over and reasons with child when the child misbehaves.
16.	2	–	4	4	Tells child expectations regarding behavior before child engages in an activity.
					Factor 3 (Democratic Particiaption)
55.	3	3	–	–	Takes into account child's preferences in making family plans.
22.	3	–	3	2	Allows child to give input into family rules.
48.	3	3	–	2	Encourages child to freely express him/herself even when disagreeing.
31.	3	3	4	4	Takes child's desires into account before asking the child to do something.
					Factor 4 (Good Natured)
14.	4	4	1	–	Is easy going and relaxed with child.
18.	4	4	–	–	Shows patience with child.
60.	4	3	4	4	Channels child's misbehavior into a more acceptable activity.
51.	4	3	1	2	Shows respect for child's opinions by encouraging child to express them.

Did Not Factor in US preschool sample

3.	–	–	3	3	Knows the names of child's friends.
7.	–	4	–	4	Jokes and plays with child.
24.	–	4	1	–	Appears confident about parenting abilities. (US reverse permissive)
33.	–	2	3	3	Aware of problems or concerns about child in school.
39.	–	–	–	–	Aplogizes to child when making a mistake in parenting.
46.	–	2	–	–	Has warm and intimate times together with child.

Factored in China & Russian authoritative

40.	–	–	4	1	Tells child what to do. (US authoritarian)

US = United States Sample Factor (n = 457)
AU = Australian Sample Factor (n = 294)
CH = China Sample Factor (n = 358)
RU =Russian Sample Factor (n = 376)

AUTHORITARIAN ITEMS

Item	US	AU	CH	RU	Factor 1 (Directiveness)
17.	1	4	–	1	Scolds and criticizes to make child improve.
40.	1	3	–	–	Tells child what to do. (CH & RU authoritative)
59.	1	3	–	2	Demands that child does/do things.
50.	1	4	–	2	Scolds or criticizes when child's behavior doesn't meet our expectations.
					Factor 2 (Corporal Punishment)
6.	2	1	2	1	Spanks when our child is disobedient.
37.	2	1	1	1	Uses physical punishment as a way of disciplining our child.
43.	2	1	1	1	Slaps child when the child misbehaves.
19.	2	5	1	1	Grabs child when being disobedient.
					Factor 3 (Non-Reasoning, Punitive Stategies)
10.	3	2	–	–	Punishes by taking privileges away from child with little if any explanations.
28.	3	2	2	–	Punishes by putting child off somewhere alone with little if any explanations.
54.	3	2	2	–	Uses threats as punishment with little or no justification.
47.	3	3	–	–	When children are fighting, disciplines first and asks questions later.
26.	3	–	–	–	Appears to be more concerned with own feelings than with child's feelings.
56.	3	3	2	1	When child asks why states: because I said so and I want you to.
					Factor 4 (Verbal Hostility)
23.	4	4	1	1	Argues with child.
32.	4	5	1	3	Explodes in anger towards child.
44.	4	–	–	–	Disagrees with child.
13.	4	1	1	3	Yells or shouts when child misbehaves.
Did Not Factor in US preschool sample					
2.	–	–	1	–	Guides child by punishment more than by reason.
61.	–	5	–	1	Shoves child when the child is disobedient.
Factored in CH RU authoritarian					
14*	–	–	–	3	Is easy going and relaxed (US authoritative)
18*	–	–	–	3	Shows patience with child (US authoritative)
30.	–	–	3	–	Afraid that disciplining child will cause the child to not like parents. (US permissive)
34.	–	–	2	–	Threatens child with punishment more often than actually giving it. (US permissive)
38.	–	–	–	2	Carries out discipline. (US reverse permissive)
52.	–	–	–	2	Sets strict well-established rules for child. (US reverse permissive)

* Reverse scoring

US = United States Sample Factor (n = 456)
AU = Australian Sample Factor (n = 294)
CH = China Sample Factor (n = 358)
RU =Russian Sample Factor (n = 376)

PERMISSIVE ITEMS

Item	US	AU	CH	RU	Factor 1 (Follow Through)
34.	1	–	–	–	Threatens child with punishment more often than actually giving it
20.	1	–	1	1	States punishments to child and does not actually do them.
11.	1	1	1	1	Spoils child.
49.	1	1	–	1	Bribes child with rewards to bring about compliance.
41.	1	1	1	1	Gives into child when (he)(she) causes a commotion about something.
57.	1	–	–	–	Appears unsure on how to solve child's misbehavior.
4.	1	1	–	–	Finds it difficult to discipline child.
					Factor 2 (Self Confident)
38.*	2	2	–	–	Carries out discipline. (CH authoritative, RU authoritarian)
24.*	2	–	–	–	Appears confident about parenting abilities. (CH authoritative)
52.*	2	2	–	–	Sets strict well-established rules for child.
					Factor 3 (Ignoring Misbehavior)
15.	3	–	–	–	Allows child to annoy someone else.
36.	3	2	–	1	Ignores child's misbehavior.
45.	3	–	1	1	Allows child to interrupt others.

* Reverse scoring

Did Not Factor in US preschool sample

8.	–	1	1	–	Withholds scolding and/or criticism even when child acts contrary to wishes.
30.	–	–	–	1	Is afraid that disciplining child for misbehavior will cause the child to not like parents.

US = United States Sample Factor (n = 456)
AU = Australian Sample Factor (n = 294)
CH = China Sample Factor (n = 358)
RU =Russian Sample Factor (n = 376)

Table 6

Parenting Style and Practices Related With Children Social Behavior Problems

Australia Sample

Parenting Style	Teacher Reports of Child's Social Behavior			
Mothers (n = 192)	Gresham Externalizing	Gresham Internalizing	PBQ Anxiety	PBQ Hostility
Authoritative - Overall		(-.22***)	(-.15**)	
Reasoning/Induction		(-.26***)	(-.16**)	
Warmth & Involvement		(-.15**)		
Democratic Participation	(-.17**)			(-.13*)
Good Natured		(-.14*)		
Authoritarian - Overall		(.12*)		
Corporal Punishment				
No Explanations		(.19***)		
Directiveness		(.12*)		
Verbal Hostility				
Short Fuse				
Fathers (n = 107)				
Authoritative - Overall		(-.23**)	(-.19**)	(-.20**)
Reasoning/Induction		(-.23**)		
Warmth & Involvement				(-.21**)
Democratic Participation		(-.27***)	(-.22**)	(-.21**)
Good Natured		(-.21**)		
Authoritarian - Overall	(.16*)			(.17*)
Corporal Punishment	(.17*)			(.18*)
No Explanations	(.19**)	(.16*)	(.19**)	(.17*)
Directiveness				(.21**)
Verbal Hostility				
Short Fuse				

* p < .10; ** p < .05; ***p < .01

Russia Sample

Parenting Style	Teacher Reports of Child's Social Behavior			
Mothers (n = 207)	Gresham Externalizing	Gresham Internalizing	PBQ Anxiety	PBQ Hostility
Authoritative - Overall				
Reasoning/Induction				
Encourages Expression				
Warmth & Involvement				
Good Natured				
Authoritarian - Overall	(.24***)			(.21***)
Verbal Host/Corp Pun	(.24***)			(.23***)
Demandingness	(.16**)			(.14**)
Short Fuse				
Fathers (n = 169)				
Authoritative - Overall			(.13*)	
Reasoning/Induction			(.13*)	
Encourages Expression				
Warmth & Involvement				
Good Natured			(.13*)	
Authoritarian - Overall	(.31***)			(.31***)
Verbal Host/Corp Pun	(.35***)		(.16**)	(.35***)
Demandingness	(.15**)			(.17**)
Short Fuse				

* $p < .10$; ** $p < .05$; *** $p < .01$

China Sample

Parenting Style	Teacher Reports of Child's Social Behavior			
Mothers (n = 188)	Gresham Externalizing	Gresham Internalizing	PBQ Anxiety	PBQ Hostility
Authoritative - Overall				
Respect/Confidence				
Warmth				
Involvement/Awareness				
Reasoning/Induction				
Authoritarian - Overall				
Verbal Host/Physical Pun				
Verbal Directiveness				
Fathers (n = 167)				
Authoritative - Overall				
Respect/Confidence				
Warmth				
Involvement/Awareness				
Reasoning/Induction				
Authoritarian - Overall	(.24**)			(.22**)
Verbal Host/Physical Pun	(.25**)			(.24**)
Verbal Directiveness	(.16*)			

* p < .10; ** p < .05; *** p < .01

United States Sample

Parenting Style	Teacher Reports of Child's Social Behavior		Parents Reports of Child's Social Behavior	
Mothers (n = 89)	Gresham Externalizing	Gresham Internalizing	Gresham Externalizing	Gresham Internalizing
Authoritative - Overall			(-.29***)	
Warmth & Involvement				(-.18*)
Reasoning/Induction			(-.20*)	
Democratic Participation			(-.24**)	
Good Natured			(-.36***)	
Authoritarian - Overall	(.26**)		(.52***)	(.21**)
Directiveness	(.19*)		(.42***)	
Corporal Punishment			(.33***)	(.23**)
Non-Reason, Punitive	(.31***)		(.42***)	(.18*)
Verbal Hostility	(.19*)		(.40***)	(.19*)
Permissive - Overall			(.31***)	(.29***)
Follow Through			(.30***)	(.29***)
Self-confidence				
Ignoring Misbehavior			(.23**)	(.19*)
Fathers (n = 70)				
Authoritative - Overall			(-.27**)	
Warmth & Involvement			(-.27**)	(-.25**)
Reasoning/Induction		(.25**)	(-.24**)	
Democratic Participation				
Good Natured	(-.25**)		(-.24**)	
Authoritarian - Overall			(.29**)	
Directiveness				
Corporal Punishment			(.25**)	
Non-Reason, Punitive			(.39***)	(.24**)
Verbal Hostility				
Permissive - Overall			(.30***)	
Follow Through				
Self-confidence			(.27**)	
Ignoring Misbehavior			(.30***)	

* $p < .10$; ** $p < .05$; *** $p < .01$